DOCUMENT RESUME

ED 345 916 RC 018 693

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TITLE Promising Practices for Home/School Partnerships.
INSTITUTION BOCES Geneseo Migrant Center, Geneseo, NY.
SPONS AGENCY Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE 92
NOTE 53p.
PUB TYPE Reports - Descriptive (141) -- Reference Materials - Directories/Catalogs (132)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Bilingual Education; *Educational Practices; Elementary Secondary Education; *Migrant Education; *Migrant Programs; Parent Education; *Parent Participation; *Parent School Relationship; Preschool Education; Profiles; Program Descriptions
IDENTIFIERS *Partnerships in Education

ABSTRACT

This report contains profiles of 18 innovative and successful parent involvement programs for migrant families. The programs were selected based on recommendations from State Directors of Migrant Education and migrant educators and on a search of the ERIC database. Each profile includes sponsoring institution or agency, program format, program components, special features, description of services, eligibility requirements, method of identification or recruitment, funding source(s), and contract person. The programs are: Brevard County (Florida) Parental Involvement Program; Coalition of Florida Farmworker Organizations, Inc. and Redlands Christian Migrant Association; Cooperative Communication between Home and School (New York); Dysart Migrant Head Start/Preschool Program (Arizona); East Coast Migrant Head Start Project (Florida); ESL Teen Parent Program (Oregon); Family Math/Matematica para la Familia (California); Home School Partnership Training and Wonder Years (California); La Familia Unida (Arizona); Life Management Skills Parent Retreat (Texas); four Migrant Education Even Start programs (Louisiana, New York, Oregon, and Texas-Michigan-Washington); Parent Empowerment Sessions (Massachusetts); Parents as Trainers (New York); Title VII Bilingual Early Childhood Project (Alaska); and Vermont Summer Program. Also included are definitions and a chart of program features. (SV)

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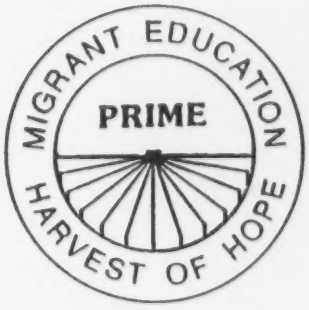
PROMISING PRACTICES FOR HOME/SCHOOL PARTNERSHIPS



Parental Resources

for Involvement in Migrant Education

RC018693

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PROMISING PRACTICES

FOR HOME/SCHOOL PARTNERSHIPS

by
Anne Salerno, PRIME Coordinator
Mary Fink, PRIME Resource Specialist

Authorized by
Parental Resources for Involvement in Migrant Education (PRIME) project
under a grant from the United States Department of Education,
Office of Migrant Education
to the New York State Department of Education,
Migrant Unit

BOCES Geneseo Migrant Center
Holcomb Building, Room 210
Geneseo, New York 14454

1992

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Thomas P. Fitzgerald
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Also, many thanks to state directors of Migrant Education.

The information reported herein was prepared pursuant to a grant with the United States Department of Education. However, the opinions, conclusions, and recommendations expressed herein do not necessarily reflect the position or policy of the Department of Education, and no official endorsement by the Department of Education should be inferred.

PREFACE

A cornerstone of the Migrant Education Program has been outreach to migrant families. This outreach has led to Migrant Education being on the cutting edge in developing home/school partnership programs. Since the inception of the Migrant Education Program, migrant parents have been encouraged to be involved in the educational process. This involvement has led to the development of some very successful models that have potential to be replicated or adapted in other areas.

The Parental Resources for Involvement in Migrant Education (PRIME) project was funded as a Migrant Education Section 1203: Interstate/Intrastate Coordination Program, to address the issue of parental involvement and to research the current state of the art with the Migrant Education Program. One of the tasks of the PRIME project was to identify model parental involvement programs. This document is the culmination of that task and has been developed to provide information on many different strategies/techniques that have proven effective in getting more migrant parents involved in the education of their children. The information included may also assist programs that have a history of conducting home/school partnership activities to be able to gather some techniques to expand their current focus.

Parental involvement is a term currently in favor among educators regarding parents' responsibilities and actions in their children's education, whether at home or in school. Another mode of thought shifts the term "parental involvement" to "home/school partnership," with the implication that there is a more equal sharing of responsibility between home and school. This takes the burden from the parent alone and allows it to be shared with the school. Although parental involvement is a term most familiar to practitioners and is used throughout this report, it should be considered synonymous with home/school partnership.

This document features some identified models that appear to have unique and creative home/school partnership activities. As stated, they are only examples. There are many other very successful and innovative parental involvement programs

throughout the nation, both in the Migrant Education Program and in other education areas. Some of the featured programs have been highly evaluated, others are in the initial stages of development and have not had the opportunity for a stringent evaluation process. These particular programs were selected based on recommendations from State Directors of Migrant Education, other migrant educators, and the PRIME Advisory Committee members; plus through ERIC and other literature searches. PRIME attempted to identify a variety of program models representing different geographic areas, serving a cross-section of ethnic clients and providing services to the gamut of ages served in Migrant Education.

This publication was written by Ms. Anne Salerno, PRIME Coordinator, and Ms. Mary Fink, PRIME Resource Specialist. Anne and Mary have labored arduously in preparing this document. They have been diligent in validating all the information and sources noted for completeness and accuracy. As staff of the BOCES Geneseo Migrant Center, they have been involved in the preparation and publication of several research papers, newsletters, monographs, and other reports involving Migrant Education issues. Their main focus areas have included home/school partnerships and migrant secondary-aged youth activities/services.

The PRIME project staff are pleased to have had the opportunity to develop this publication, and we each extend our appreciation to Dr. Thomas Fitzgerald, Chief, New York State Department of Education, Migrant Unit, who also served as Project Director for this project; Ms. Christine Brooks, Associate, New York State Department of Education, Migrant Unit, and Ms. Lorraine Wise, Program Officer, USED, Office of Migrant Education, Program Office. We would like to extend our sincere thanks and appreciation to the individuals who have been so helpful in providing the information on the featured programs. These individuals need to be commended for their creative, comitted and dedicated service to migrant families throughout the country.

Robert Lynch
PRIME Site Administrator

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Program Features

	INSTRUCTIONAL											SUPPORT							
	Academic courses	Amnesty/Citizenship Classes	Bilingual Instruction	Educational Workshops	Enrichment	ESL	GED Instruction	Home Visits	Literacy/ABE Instruction	Native Language Instruction	Parenting Education	Preschool Activities	Training Materials	Child Care	Counseling	Referrals	Self-Concept Development	Translation	Transportation
Brevard Co. Parental Involvement (FL)				X				X			X		X						
COFFO/RCMA (FL)				X				X	X		X	X		X					
Coop. Comm. Home/School (NY)				X									X				X		
Dysart Migrant Head Start/Preschool (AZ)				X	X	X		X			X	X	X		X				X
East Coast Migrant Head Start (FL)								X	X			X	X						
ESL Teen Parent Program (OR)	X		X			X	X				X	X		X	X				X
Family Math/Matemática para la Familia (CA)				X									X						
Home/School Partnership (CA)				X							X						X		
La Familia Unida (AZ)		X		X		X	X	X	X		X					X			
Life Management Skills (TX)				X									X		X		X		
Migrant Education Even Start: LA						X		X	X		X	X	X			X			
Migrant Education Even Start: NY							X	X	X		X	X	X			X			
Migrant Education Even Start: OR						X	X	X	X	X	X	X	X	X					X
Migrant Education Even Start: TX-MI-WA		X			X			X		X	X	X	X			X			
Parent Empowerment Sessions (MA)				X						X		X		X			X	X	X
Parents as Trainers (NY)				X									X	X			X		
Title VII Bilingual Early Childhood (AK)				X	X			X			X	X							
Vermont Summer Program								X				X	X						

Program Definitions

Academic Coursework - credit-earning courses

Amnesty/Citizenship Classes - instruction to help prepare for citizenship tests

Bilingual Instruction - Spanish and English are used for instruction

Child Care - supervision and/or instruction of children while parent is studying

Counseling - assistance with personal or family problems and academic guidance

Educational Workshops - presentations on a wide range of topics including communication skills, health, empowerment, leadership, working with schools

Enrichment - educational, social, cultural and recreational activities such as field trips

ESL - English as a second language classes

GED Instruction - instruction to prepare students for the five areas of the General Educational Development (GED) exam in order to receive an equivalency diploma

Home Visits - program staff visit in the home for recruitment, modeling lessons for parents to use with their children, and follow-up

Literacy/ABE - instruction in learning how to read and Adult Basic Education skills including more advanced reading, writing and math

Native Language Instruction - Classes are presented in Spanish or Russian

Parenting Education - teaching parents about stages of child development, ways to help their children learn at home, to nurture, discipline and improve communication with children

Preschool Activities - learning activities that develop the social and cognitive skills of children from birth through school age. Some programs work with children; some teach parents the necessary skills; and some do both.

Referrals - contacts with appropriate educational, social service, or employment programs/agencies

Self-concept Development - activities to foster self-esteem

Training Materials - films, videos, manuals and other educational materials that complement the program's curriculum

Transportation - a means to and from an educational program or activity is available to participants

Translation - presentation is given in English with simultaneous use of participant's native language provided as necessary

BREVARD COUNTY PARENTAL INVOLVEMENT PROGRAM

Brevard County, Florida

Sponsoring Institution/Agency

Brevard County School District

Format

Educational presentations
Home visits
Inservice
Judging at schools
Multi-site

Components

Home visits
Parenting education
Presentations for school staff
Resource notebook

Special Features

Serves migrants
One district's response to state plan

Description of Services

Brevard County Florida School District is implementing the parental involvement plan drawn up by the state, adapting it to the needs of its own population. During the 89/90 school year, Florida schools were invited to participate in "Red Carpet Schools: Families Welcome," Phase I of a two-year family involvement plan with the focus on training educators to make the schools welcoming. Schools could apply for the "Red Carpet School" designation based on criteria concerning employee attitudes, programs and facilities. All 72 schools in Brevard County have now applied and become "Red Carpet Schools."

Nominations of schools for "Red Carpet" status originated with parent groups. Once a school was nominated, a team of trained parents visited the school to judge how it fit criteria established. Names of schools judged to fit the criteria were submitted by school supervisors for state approval. Schools which failed to meet the criteria were given a chance to make adjustments before a second judging process. During Phase I activities included changes in facilities such as placement of signs in schools directing parents to the office; training of staff, custodians and food handlers as well as teachers and administrators, in techniques for making the school welcoming; as well as on-going training and participation of parents.

In Phase II, begun during the 90/91 school year, Florida schools, while continuing the "Red Car-

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pet" program, changed the main focus from the educators to family members. "Home Is a School Zone, Too" was designed to make all family members aware of the importance of being involved in children's education both at home and at school. As part of Phase II each school principal received a resource notebook from the state providing information on programs and ideas for assisting families in creating a climate of learning in the home. In addition, each school in Brevard County received a compilation of unique parental involvement programs in the county with a list of local contact persons. During the first week of the program teachers and administrators visited homes and distributed yard signs bearing the campaign slogan: "Home Is a School Zone Too." Fifty-six thousand yard signs were distributed in the county.

The Florida program for parental involvement is based in part upon the findings of a group of Florida educators who visited schools in Japan. The biggest difference the group noted between Japanese and American schools was the level of parental involvement. The two-pronged program directed first toward making schools welcoming and second toward recruiting parents was planned to increase the involvement of Florida families in their schools with the goal of enhancing students' success.

The statewide campaign of family involvement is open to variations on the district (county) level. Brevard County has concentrated on improving communication between home and school, offering opportunities for parent education, and helping parents help their children at home. Brevard County invites the schools within the Brevard District to choose among individual programs that will help schools meet the overall goal of expanding famly involvement in the schools.

Eligibility

All families with children enrolled in Brevard County School District are eligible.

Identification/Recruitment Method

"Red Carpet School" and "Home is a School Zone, Too" are themes for a program to promote a state-wide philosophy of family involvement in the schools. The state supplied sample promotional materials that individual schools adapted as necessary. Individual schools within the county also choose among many techniques to promote the overall philosophy, including newsletters, public service announcements, home visits, neighborhood meetings, and telephone calls. Parent volunteers at one school welcome new families to the area with a personal visit.

Funding

Combination of resources, including Your Schools Foundation, a non-profit foundation, as well as state and local sources

Contact

Yvette Zgonc
School Board of Brevard County
Student Services
2700 St. Johns Street
Melbourne, FL 32940-6699
(407) 631-1911 Extension 274

COFFO AND RCMA

Florida

Sponsoring Institutions/Agencies

COFFO and RCMA

Format

Experiential learning
Small group lecture

Components

Child care
Educational workshops
Home visits
Literacy (English and Spanish)
Parenting education
Preschool activities

Description of Services

The Coalition of Florida Farmworker Organizations, Inc. (COFFO) and Redlands Christian Migrant Association (RCMA) are co-sponsors of a number of parental involvement activities in five day care centers in Homestead, Florida.

COFFO's Family Reading Program helps migrant parents develop literacy skills in English and Spanish. Parents also work with their children on reading activities that complement what they have learned in class. Parents whose children are in the RCMA program are selected to participate in this reading program. Parents are encouraged to talk with their children during the reading of the low vocabulary, high interest books.

The RCMA Child Development activities assist parents in understanding their children's growth and development. Parents are taught ways they can enhance and enrich their children's cognitive and psychomotor skills through at-home activities. One example is that they are shown how to buy toys or books that are educational in nature and appropriate to age levels.

Migrant men who have children in the participating day care centers have the opportunity to participate in a men's support group, De Hombre a Hombre. The group develops their family communication skills during the meetings. In addition, the men are improving their own leadership potential.

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The training available to parents of children in the five day care centers differs in each site but the focus is on helping parents to become involved by visiting the classroom, attending meetings of the parent-teacher associations, and assisting with a Girl Scout troop, for example. Through this training, parents learn about school expectations, ways of becoming involved in the school, and how their involvement benefits their children.

Parent meetings are held twice a month with child care and snacks provided. The COFFO Program Coordinator states the importance of providing a comfortable setting, planning an agenda in advance, trying different approaches to reach different population segments, showing parents measurable results, and being sensitive to farmworkers' needs and culture.

Eligibility

Participants must be seasonal or migrant farmworkers, reside in a particular housing area, and have a low income to qualify.

Identification/Recruitment Method

A resource specialist at each of the five day care centers identifies and recruits participants.

Funding

Seed money was obtained from the Dade Community Foundation in Miami for the parent training program that was originally called Vales. Other funding is from Head Start, Title XX, and Community Service Block Grant (CSBG).

Contact

Santiago García, Jr., Program Coordinator
COFFO
PO Box 326
Homestead, FL 33030
(305) 246-0357

†RCMA

COOPERATIVE COMMUNICATION BETWEEN HOME AND SCHOOL

Ithaca, New York

Sponsoring Institutions/Agencies

Cornell Cooperative Extension
Cornell University

Format

Inservice
Workshops

Components

Educational presentations
Film
Manual of activities/Leadership guide
(Manual for parents' workshops available in Spanish)
Self-concept development
Video overview of program

Special Features

Serves migrants
Multi-state use

Description of Services

Cooperative Communication between Home and School consists of a series of workshops for parents of elementary children and a parallel inservice program for elementary school teachers designed to improve children's education by strengthening ties between families and their children's schools. Developed in 1983, the training is based on research with 276 families and the children's teachers conducted by Cornell University faculty.

Training for parents is usually offered as a series of six weekly 2 1/2 hour workshops that help parents learn communication skills and conflict resolution techniques as well as developing an appreciation of teachers. Often one component is a public panel discussion hosted by parent planners at which parents and key school staff can meet. Inservice training for teachers is usually offered as a two-day program giving teachers a chance to learn how to empathize with parents, make full use of parent/teacher conferences and involve parents with the school in new ways.

Administrators have been key to the successful implementation of the program, usually participating in the panel discussion of the parents' workshops and a brainstorming activity during the teachers' inservice. They also frequently participate as members of the inservice training.

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A parent often serves as a co-facilitator for the parents' workshop with a guidance counselor, a Cooperative Extension agent or consultant. For the inservice, a teacher is usually co-facilitator with another teacher, guidance counselor, Cooperative Extension agent or consultant as partner. Each school establishes its own teams based upon talent available. Facilitators use a detailed manual showing a variety of activities for use with various groups. A Spanish version of the parents' component is available.

Migrant programs have participated in the program in a number of ways: by holding workshops specifically for migrant farmworker parents, by recruiting migrant parents for workshops held by local schools for all parents, and by using program activities at Parent Advisory Committee (PAC) meetings and tutor training.

The program is built upon four beliefs:

- all families have some strengths
- parents should be given positive recognition as experts on their children
- a variety of family forms can promote the development of both healthy children and healthy adults
- cultural differences are valid and valuable

Eligibility

The program is open to all interested persons.

Identification/Recruitment Method

Individual to each school, school district or parent group presenting the program.

Funding

Originally funded through activities of Cornell University. Sessions are now funded by schools and parent

groups who purchase the manual and pay for teacher release time and consultant facilitators as necessary.

Contacts

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NYS College of Human Ecology
Cornell University
Ithaca, NY 14853
(607) 255-2531

Kathy Castania Fox
Cornell Migrant Program
PO Box 181
Alton, NY 14413
(315) 483-4092

DYSART MIGRANT HEAD START/ PRESCHOOL PROGRAM

El Mirage, Arizona

Sponsoring Institution/Agency

Dysart Unified School District #89

Format

Home-based during Level III
Multi-site
Parent training of other parents
Workshops

Components

Counseling
Educational workshops
Enrichment
ESL
Language development
Parenting education
Preschool activities
Training manual and video
Transportation

Description of Services

The Dysart Migrant Head Start/Preschool Program is a multi-level program that trains migrant parents in child development and language development with the goals of working with migrant children in the classroom and their own children at home.

In Level I of the program, parents participate in ten training sessions (five in child development and five in language development) in order to work as preschool classroom tutors. Parents are unpaid during this part of the training. Their skills are evaluated at the end of Level I before they are placed in a classroom, and parents may receive more training as needed. After passing Level I, parents may work in the Migrant Head Start or Migrant Preschool programs for two weeks only for ten hours per week. The program has funding for thirty-eight parents to participate. Brush-up training is offered to parents who participated in earlier sessions of Level I which has been in operation for three years. After receiving classroom experience, parents have the option to take additional training which enables them to train other parents. A training manual and video tape were developed for other parent training programs.

During Level II of the program, Project L.E.A.R.N., migrant parents of K-3 students who wish to work in classrooms with migrant LEP (Limited English Proficient) children in language skills, math and science are trained. Parent volunteers are paid and can work for thirty weeks but are limited to ten hours per week.

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In both Level I and II, the program is run by parents. Migrant Parent Advisory Council (MPAC) members serve as trainers/consultants, schedule parents in the classrooms, and invoice the grant for parents' services.

In Level III, a migrant liaison will locate parents without transportation who wish to participate by coming into the center for training. (The program has a van that was purchased by Migrant Head Start that can be used for this purpose.) At the end of the training period, the program will be home-based so that parents may work with their preschool children at home. The liaison/ trainer will take materials to parents on a regular basis and provide support in the home-based program.

In order to prepare them to work with parents in the classroom, training is provided for teachers and their instructional assistants. The program is seeking additional funding to expand its services. For many of the parents, this is their first paid job outside of migrant farmwork and they view the program with enthusiasm. Some of the parents have used their training in language skills with their children at home with favorable results.

The summer school project, Parent's Day, hires two Parent Assistants and a Parent Implementor to contact parents of all four hundred students enrolled in the program. Parents are invited to attend an English as a second language (ESL) class and/or scheduled to spend a day in their child's classroom. Each receives a complimentary lunch.

This program has a Parent Activity Center in which parents may attend classes in Health, Parenting, English, and Language Development Skills. Counseling is offered once a week in group and individual sessions by a professional counselor from La Familia Unida based in Phoenix. Parents plan and make classroom materials, plan field trips, and make suggestions for the

program during parent meetings. All non-working parents of children in the program are asked to volunteer thirty hours in the classroom each year. They are trained by parent trainers on ways they can interact with their children in the classroom and at home. Working parents are trained at night in small groups by the parent activities facilitator on ways to be supportive of their children's education at home. All activities are conducted in Spanish or English as needed by parents.

Eligibility

All parents of Migrant Education eligible children in the Dysart school district are eligible.

Identification/Recruitment Method

Informational fliers about the program are sent home with migrant students. MSRTS clerks and the liaison parent follow up on information about prospective interested migrant parents.

Funding

United States Department of Education, Migrant Education and Arizona Community Foundation

Contact

Betty Churchill, Director
Dysart Migrant Head Start/Preschool Program
Dysart Unified School District #89
11405 North Dysart Road
El Mirage, AZ 85335
(602) 977-7281 or (602) 583-1910

EAST COAST MIGRANT HEAD START PROJECT

Florida Branch

Sponsoring Institution/Agency

East Coast Migrant Head Start Project

Format

Home-based curriculum
Home visits
Mobile computer classroom
School visits

Components

Basic skills
Computer literacy
Parent manual (English, Spanish, Creole)
Preschool activities
Tutoring

Description of Services

The East Coast Migrant Head Start Program, Florida Branch has eleven centers in nine Florida counties. The program is center-based, individualized, developmentally appropriate, and culturally sensitive. Participants who are African-American, Anglo-American, Hispanic, Haitian, and Kanjobal Maya from Guatemala, attest to the ethnic diversity of the program. Ten percent of the enrollment is comprised of children with disabilities according to program regulations. These children are mainstreamed into the least restrictive environment.

The center at Ft. Pierce was selected as a pilot project from December 1987 to June 1990 and focused on Migrant Head Start students who were making the transition into public schools. During the pilot stage, it was a home tutorial which helped parents understand their children's learning and provided a tutor to model lessons with their children. Parents signed a contract to meet with the tutor in their own home once a week. No tutoring was provided without a parent present. Tutors worked in three areas:

1) doing activities with the child for 10-20 minutes as parent(s) observed
2) training parents how to teach their children a prepared lesson
3) doing follow-up activities and leaving homework.

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Tutors instructed children in English but were fluent in the child's own language. A tutor's knowledge of the culture as a member of the same ethnic group as the family served was seen as more important than the language. Parents might use their native language while teaching their children. Units were written in English, Spanish and Creole to accommodate these needs. Program philosophy was to develop English first while being respectful of the culture of the families.

The Program Administrator noted that teachers who were not in the Migrant Education Program were not aware of migrant issues. As an outcome of this, the project adopted The Me Book (Este Soy Yo in Spanish) for parents and Head Start teachers. The books give the child's health profile, likes, dislikes, strengths, weaknesses, family information, medications if needed, and photo. Because parents deliver the book personally, they make time to go to the school and talk to the teacher.

The program developed a Parent Manual which has sections in English, Spanish and Creole written in an easy-to-read format and language level. The manual explains the differences between Head Start and kindergarten, how to help children make the transition between Head Start and kindergarten, ways parents can help their children, school registration requirements, and other practical tips for parents.

As a result of the pilot project's focus on transition, teams of pre-K staff from the eleven Migrant Head Start centers make systematic visits to area public schools to observe kindergarten classes and to establish good relationships with teachers who will be working with the migrant students. The program encompasses nine independent school systems that include over forty primary schools. Regular visits by Head Start teachers give them a sense of continuity in the education the children will receive after they leave Head Start. Parents

also make visits to public schools to help them see the differences between Head Start and the schools, to enable them to understand more about how schools work, and to talk to and interact with teachers and administrators. The program is also following the same strategy in its efforts of assisting children with disabilities to make the transition to public schools.

The Me Book, in its English and Spanish versions, continues to be refined. Parents found it useful both in Florida schools and other states to which they travelled.

A basic skills family program is provided in the program's three pilot sites. In one of the sites, there is a literacy mobile unit that is outfitted with computers. Tutors in the mobile unit assist all family members during the evening visits held outside the day care center. Computer literacy training gives parents an understanding of the value and importance of computers which they can share with their children. This computer program is done in conjunction with a local grower.

Eligibility

A family must be currently migrant within the last year and meet the income eligibility requirements for Head Start. Children with disabilities receive priority. Ten percent of the children enrolled must have disabilities.

Identification/Recruitment Method

Since the program has been in Florida for ten years, migrant families are familiar with its services. Word-of-mouth is the primary method of identification and recruitment.

Funding

Migrant Branch of the Administration of Children and Families

Contact

Patricia Poblete, Program Administrator
East Coast Migrant Head Start Project,
Florida Branch
PO Box 7289
Winter Haven, FL 33883-7289
Phone: (813) 299-7100

Graphics from: Transition of Migrant Head Start Students into Public Schools - Final Report, Patricia Poblete, Arlington, VA: East Coast Migrant Head Start Project, 1990.

ESL TEEN PARENT PROGRAM

Salem, Oregon

Sponsoring Institution/Agency

Marion Education Service District

Format

Classroom

Components

Academic classes
Bilingual classes
Child development classes
Counseling
Developmental daycare
ESL
GED instruction
Parenting classes
Transportation

Special Features

Serves Migrants

Description of Services

The Marion Education Service District ESL Teen Parent Program serves limited English-speaking pregnant or parenting teens, migrant and non-migrant. The program is bilingual with one resource teacher and two bilingual/bicultural instructional assistants. It is housed in Woodburn High School and serves five school districts in North Marion County.

The program operates through the regular school year. It offers a variety of academic courses, ESL classes, GED instruction, Parenting, and Child Development classes with the students gradually being mainstreamed into the regular high school classes. Transportation, personal, academic and employment counseling, developmental daycare, breakfast and lunch are other program components. The program enhances and maintains participants' native language and culture. Communication among schools, community agency resources, parents and students is of primary concern.

Eligibility

Students must be pregnant or parenting teens, ages 13-20, with limited English proficiency.

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Geneseo, NY 14454
1992

Identification/Recruitment Method

The program works closely with Family Services, the Migrant/Indian Coalition, health clinics, and welfare agencies for referrals. Some students learn about it through word-of-mouth.

Funding

Title VII funds this program. It has been a pilot program since January, 1990 and the only one nationally to serve limited English teen parents.

Student Profile

Miriam Cossio

Miriam Cossio, 19, arrived in Oregon from Mexico in September 1989. Miriam is married, has a toddler son and an infant daughter. She entered the program to learn English and to work on her diploma/GED. Her goal is to work in the medical field. Miriam is an enthusiastic, eager student who had 11 years of education in Mexico. Her previous education makes the transfer of skills from one language to another easier than for some of the other newly arrived students. Carlos and Miriam were able to move from migrant housing into their own apartment in June. He is very supportive of her educational plans and goals.

Contact

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FAMILY MATH/
MATEMATICA PARA LA FAMILIA

California

Sponsoring Institution/Agency

EQUALS
Lawrence Hall of Science
University of California, Berkeley

Format

Inservice training
Workshops

Components

At-home math activities
Family Math books (English/Spanish)
Film

Special Features

Multi-state use
Serves migrants

Description of Services

Family Math was developed by the University of California, Berkeley in 1981. There are many program sites nationally. Some Migrant Education programs use Family Math workshops as a parent involvement activity. Family Math encourages parents and their children to learn math together. The program helps learners improve their math skills and gain appreciation for math. It helps parents realize that math plays a role in their children's lives and career choices. Speakers in math-oriented careers may talk to the group about career options.

Opportunities are provided to give parents and children methods to develop problem-solving skills and a better understanding of math with hands-on activities. The materials used are common household items such as beans, buttons, pennies or toothpicks, which are inexpensive and available in most homes. Hands-on materials help learners make sense of abstract concepts. Materials and activities are adaptable and easy to use. Participants develop problem-solving skills that include eliminating possibilities, looking for patterns, simplifying problems and working backwards. A multitude of strategies are provided to give participants confidence in solving math problems.

Family Math covers measurement, probability and statistics, geometry, numbers and arithmetic, estimation, logical reasoning and spatial thinking in its

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activities. Graphs and estimation are very important in Family Math. Participants quickly realize that they have made a graph quite painlessly. The student who has not been interested in math soon thinks that math is fun.

Participants in each series meet four to six times for about an hour-and-a-half to two hours. Activities supplement classroom curriculum and are usually taught by various grade levels (K-2; 3-4; 5-6; 7-9). Flexibility is possible for grouping. Children from ages 5 to 18 will find the activities stimulating. The games and hands-on activities offer a creative approach to math that dispels many people's fears of the subject. Parents gain self-esteem because math did not hurt. They feel very proud that they can do math activities comfortably with their children.

Family Math provides a two-day inservice training for prospective workshop leaders. Educators and parents may become instructors within their schools and communities. The only eligibility requirement is that those trained must make a commitment to organize, plan and offer a course series to families.

The Family Math book is authored by Jean Kern Stenmark, Virginia Thompson and Ruth Cossey. The book outlines activities that can be completed at home or in class. Additional sections include organizing classes, career choices, evaluation, planning, and sample lesson plans. The book is also available in Spanish. The project developed a 17-minute film, "We All Count in Family Math," which shows footage from actual classes.

Eligibility

There are no eligibility requirements for participants.

Identification/Recruitment Method

The program encourages parents, adults in the community, and classroom teachers to work in collaboration to become course leaders.

Funding

This family involvement program is part of the EQUALS Program, which is housed at the Lawrence Hall of Science at the University of California at Berkeley and funded by a combination of state, federal, and university funds.

Contacts

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Family Math
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or
Mary Jo Cittadino, Coordinator
Family Math
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(415) 642-0568 (Network)

Graphics from Family Math, Jean Kerr Stenmark, Virginia Thompson and Ruth Cossey, illustrated by Marilyn Hill, Berkeley, CA: Lawrence Hall of Science, University of California at Berkeley, 1986.

HOME SCHOOL PARTNERSHIP TRAINING AND WONDER YEARS

California

Sponsoring Institution/Agency

California State Department of Education

Format

Workshops

Components

Educational workshops
Parenting education
Self-concept development

Description of Services

Home-School Partnership Training is designed to train parents to develop leadership skills that will enable them to understand and appreciate their crucial role in their children's education so that they can participate in it more fully. The program trains migrant parents of children in pre-K to grade 6 through workshops on self-esteem, motivation, home-study skills, parent-teacher conferences, discipline, and parent-teacher partnerships.

A new component, Wonder Years, helps parents of 2- to 5-year olds understand the stages of early child development and gives suggestions on helping children learn at home. The program will be implemented through a training-of-trainers model.

Eligibility

Parents of current and former migrant students are eligible.

Identification/Recruitment Method

Students are identified through the Migrant Student Record Transfer System (MSRTS). Parents' participation is voluntary.

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Funding

United States Department of Education, Migrant Education

Contact

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LA FAMILIA UNIDA

Phoenix, Arizona

Sponsoring Institution/Agency

Phoenix Union High School District

Format

Classroom
Day/Evening classes
Home visits
Multi-site
Tutoring, if needed

Components

For parents:
Adult Basic Education
Amnesty/Citizenship classes
ESL
GED preparation
Social Service linkages

For students:
P.A.S.S. program
Tutoring

Description of Services

La Familia Unida provides educational programs and social services referrals to migrant high school students and their parents, serving migrant high school students enrolled in any of the eight schools of the Phoenix Union High School District and their parents. Program services enable students to see themselves working with their family toward common goals. The program has operated for fifteen years in the district and provides services during the school year and summer. Day and evening classes are available with bilingual teachers. A full-time coordinator and home visitor staff the program. The home visitor checks on students who are frequently absent or who are having problems. The coordinator also makes home visits.

La Familia strives to serve the needs of the whole person. High school students can participate in the P.A.S.S. (Portable Assisted Study Sequence) program to accrue credit and receive tutoring, if needed. Migrant parents are offered educational opportunities through Adult Basic Education, ESL, GED preparation, amnesty and citizenship classes as well as linkages with social services agencies that offer public assistance, food stamps, medical care, and job training. The program makes day care referrals for those in need. Parents can meet with school counselors to familiarize themselves with the school system and its expectations. Students who have been

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trained by the County Health Service give presentations in Engish and Spanish to parents in La Familia on AIDS.

Migrant parents in La Familia are invited and encouraged to participate in Parent Advisory Council (PAC) meetings. These meetings, open to both high school and elementary school parents, provide elementary school parents with a bridge with the high school and La Familia staff. The PAC meets at least four times each year. La Familia is beginning to do parent training in conjunction with the PAC on such topics as improving communications with students, goal setting, and conflict resolution.

Eligibility

La Familia is open to all migrant students in grades 9-12 who are enrolled in the Migrant Student Record Transfer System (MSRTS) and their families. The priority is to serve currently mobile migrants.

Identification/Recruitment Method

Students are identified through MSRTS or by referrals from elementary schools.

Funding

Students - Arizona Migrant Education program; Adults - Arizona Adult Basic Education program.

Contact

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Metro Tech
Vocational Institute of Phoenix
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LIFE MANAGEMENT SKILLS PARENT RETREAT

Texas

Sponsoring Institution/Agency

Texas Migrant Interstate Program

Format

Small group discussions/activities

Components

Activities in English and Spanish
Communication skills
Counseling
Self-esteem enhancement

Special Features

Targets at-risk migrant students and parents

Description of Services

Migrant parents participate in a 24-hour intensive counseling retreat that focuses on improving their self-image, enhancing decision-making, goal-setting, leadership and communication skills that will strengthen family relations. Parents discuss with trained staff their roles as parents, their rights regarding their children's education, services available in the school, requirements for high school graduation, and acceptance of children's peers. The retreat is designed to help participants take responsibility for their own lives.

The retreat is divided into the following three phases:

Phase I: The Self - activities enable group members to know themselves
Phase II: The Self in relationship to others - activities provide skills for working with others
Phase III: Futuring - helps participants apply what they have learned during the retreat to their daily lives

Staff are required to take a 24-hour training session to become familiar with Life Management Skills techniques and curriculum. Certified counselors as well as other school staff and bilingual parents are invited to become Life Management Skills counselors.

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In Texas, school districts contact the Educational Service Centers for assistance in training staff and planning a retreat. After parents have attended a retreat it is recommended that they help plan one to encourage children to attend.

Communities have been involved in supporting the retreat by funding meals, donating T-shirts, or providing a location for the retreat.

The Life Management Skills Retreat was developed by migrant counselors in the summer of 1987 under the guidance of the Texas Migrant Interstate Program. It has been replicated in other states since its inception. The retreat addresses low self-image which is the basis for many "at-risk" migrant students' dropping out of school. The retreat has been extended to serve migrant parents and follows the same curriculum as that used with the students. Some of the activities are presented in Spanish.

Eligibility

Parents must have children enrolled in Migrant Education programs.

Identification/Recruitment Method

Students are identified through Certificates of Eligibilty (COEs). Parents of at-risk migrant students are the primary target for the retreat but all migrant parents are included.

Funding

United States Department of Education, Migrant Education

Profile

María Aguirre

María Aguirre from Odessa, Texas, has been a migrant farmworker her entire life. María has migrated throughout Texas to harvest tomatoes, chilies, sweet potatoes, cabbage and other crops. As one of sixteen children, she never had the opportunity to go beyond a third grade education because of family responsibilities. She and her husband are parents of Sonia Marie, age 19, and Oscar, Jr., age 14. She recognizes her role as her children's first teacher.

María has participated in the Life Management Skills Parent Retreat twice. She feels that the retreats have improved her life by teaching her how to communicate with her children and the school. She gained a lot of useful information about other programs that help migrants during the retreats.

Through the encouragement of María and her husband and the Migrant Education program, Sonia Marie plans to study to be a legal secretary in Dallas next year. María has also encouraged other migrant parents to attend the retreat and has talked to students who are thinking about dropping out of school about the importance of an education in their lives.

María is proud of the Life Management Skills Parent Retreat and praises the program for the benefits she has felt in her own life.

Contact

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1-800-292-7006 (Texas only)

MIGRANT EDUCATION EVEN START

Louisiana

Sponsoring Institution/Agency

Louisiana Migrant Education Program

Format

Classroom
Home visits

Components

Adult literacy activities
ESL
Preschool activities

Description of Services

The Even Start program prepares parents for their role as their children's first teachers. During the Center-based activity, staff work with parents and children on stories and activities which serve as models for activities for parents to do at home with their children. Children ages 1-5 are served through the Center-based and home-based preschool program. Parents of children ages 5-7 receive assistance in working with their children on homework. The program offers basic skills and English as a Second Language instruction to parents. An outreach worker provides support services such as informing parents of local resources and making referrals. An outreach worker makes home visits to remote areas to work with the parents and children.

Louisiana Even Start is developing a video showing the learning process involved in teaching a unit. A recent unit involves a lesson about the zoo in which both children and parents read the same books, learn the colors and numbers, and follow up with a trip to the zoo together.

Community volunteers and agencies donate books and food.

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Eligibility

The program targets currently mobile migrants who are Hispanic with limited English proficiency. Children from ages 1-7 are served with their parents.

Identification/Recruitment Method

The program checks farms and Migrant Education forms to identify new migrant families.

Funding

United States Department of Education, Migrant Education

Contact

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(504) 542-7290

MIGRANT EDUCATION EVEN START

New York

Sponsoring Institution/Agency

New York State Migrant Education

Format

Bilingual materials
Home visits

Components

Adult literacy activities
GED tutoring
Parenting skills
Preschool readiness activities

Description of Services

This project, known as the Migrant Home Literacy Project, has "Bucket of Books" as its theme. Home Literacy Visitors meet with participants once a week in their homes. They provide writing materials, books and magazines to create a climate to support literacy in the home. The Home Literacy Visitor models an early literacy activity for the parent to teach the child. Activities are designed to enhance the child's emergent literacy behavior. Preschool literacy experiences influence children's reading success during the school years. The program helps parents realize the importance of providing a literacy-rich environment for their children and specific ways to attain that. Approximately 80 families are enrolled annually in the program.

The home visitor also works with parents to improve their literacy and parenting skills. Parents learn new skills one-on-one in a setting where they feel comfortable. Parents receive at least twelve home literacy activities that focus on topics to improve their parenting skills such as discipline, nutrition, and school readiness. Parents may continue in the program after their initial 12-week segment.

Parents who wish to work on the GED may be linked with the New York State G.R.A.S.P. Program (Giving Rural Adults A Study Program) home-study course or other community, GED or literacy programs.

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Home visitors assist parents with in-home packets and GED materials during the weekly visit.

This project emphasizes hiring at least fifty percent of the Home Literacy Visitors who are current and former migrants who have received their high school diploma. Because of their shared backgrounds, these home visitors can be positive role models to the migrant adults they serve.

Eligibility

The program serves migrant parents and their 3- and 4-year old children. Parents must meet Adult Education Act guidelines to be eligible.

Identification/Recruitment Method

The State Migrant Education Census and Recruitment office identifies parents of 3- and 4-year old children. Current interstate and intrastate migrants receive priority.

Funding

United States Department of Education, Migrant Education

Contact

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MIGRANT EDUCATION EVEN START

Oregon

Sponsoring Institution/Agency

Oregon Migrant Education Program

Format

Classroom
Home visits
Multi-site

Components

Adult literacy
Child care
Developmentally appropriate instruction
ESL
GED instruction
Native language instruction (Spanish and Russian)
Parent education discussions

Description of Services

The Oregon Even Start program, funded in October 1990, began serving families in January 1991. The program serves families at seven sites.

The program offers developmentally appropriate instruction three days a week, two of which are in a home. The program works with small groups in homes with participants taking turns as hosts. On the third day of the program, children visit the Even Start center to experience various activities such as a housekeeping corner and a discovery corner. Sessions last two hours per day. Transportation is provided.

Parent education discussions are held on Monday evenings facilitated by staff. Outside speakers, from a migrant health clinic, for example, sometimes make presentations. Topics include child rearing practices, nutrition, developmental stages, breastfeeding, drugs and alcohol, and assertiveness training.

On Tuesday and Thursday evenings, parents may participate in three-hour adult literacy classes which are held in local high schools. English as a second language, native language instruction in Spanish and Russian, and GED instruction are offered. Child care is provided while parents are in class.

A Parent Advisory Committee (PAC), chosen

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from the seven sites, gives suggestions for program improvements and recognizes its strengths. The committee selected a member from its group to be a representative at the state PAC.

Eligibility

Participants must be currently migrant. Migrant parents and children ages 1-7 are eligible.

Identification/Recruitment Method

Migrant Education staff are in communication with the seven school districts that have participated, Migrant Head Start, Head Start, and Migrant/Indian Coalition for identification and recruitment.

Funding

United States Department of Education, Migrant Education

Contact

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MIGRANT EDUCATION EVEN START

Texas-Michigan-Washington

Sponsoring Institution/Agency

Texas, Michigan and Washington Departments of Migrant Education

Format

Home-based curriculum

Components

Adult literacy activities
ESL referrals
Enrichment
Preschool activities
Spanish language curriculum

Special Features

Serves migrants in homebase and 2 receiving states

Description of Services

The Texas Even Start program serves migrants as they move to Washington or Michigan. Facilitators travel to those states to continue working with the families, showing them how to use the program's materials with their children. The curriculum is home-based and translated into Spanish. Facilitators meet with individual families and with groups in a school setting or in labor camps.

Curriculum focuses on such themes as the world of work, community, school, citizenship and government. Each theme is accompanied by a non-classroom experience to reinforce learning. Packets designed for parents highlight parenting skills and child development. Children's packets contain scissors, paper and other materials to keep at home.

Eligibility

The program serves migrant parents who have not received a GED or high school diploma and their children through age 7. Parents must be willing to participate in an adult literacy program and to work with their children on program activities.

Identification/Recruitment Method

The families were selected randomly from a Migrant Student Record Transfer System (MSRTS) The families met three criteria: a home base in the Upper Rio Grande Valley with migration to Pasco,

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Washington or to Grant, Shelby, or Walkerville, Michigan; a child seven years old or younger; and one or both parents lacking a high school diploma or a GED certificate. Each family was interviewed for verification of qualifications. After the project was explained to both parents in Spanish, the parents decided whether or not to participate.

Funding

United States Department of Education, Migrant Education

Family Profile

María De la Rosa, her husband Luis Antonio, and their three children, Reynaldo, age 9, Rodney, 5, and Riselma, six months old, live in Sullivan City, Texas. The family has migrated to Pasco, Washington, for the past ten years to cut asparagus. They have also worked in California harvesting lettuce and onions.

The De la Rosa family has been involved in the Migrant Education Even Start program for about a year and a half. María reports that the program has helped her learn how to help her children at home through reading stories and doing papers with them. She benefits from the classes being held in Spanish. Her husband participates in evening English classes which are offered three times a week. Even Start helps participants find such classes in their communities. María feels that Even Start has sparked her children's interest in reading since the program provides Spanish books for home use. She believes that the program gives parents the support they need to help their children learn.

Contact

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PARENT EMPOWERMENT SESSIONS

South East Region, Massachusetts

Sponsoring Institution/Agency

SE Region Massachusetts Migrant Education Program

Format

Workshops

Components

Child care to develop children's cognitive skills
Educational presentations
Native language presentations/ translation
Self-concept development
Transportation

Description of Services

The Massachusetts Parent Empowerment Sessions consist of a series of six Saturday workshops for parents. The Massachusetts Migrant Education program designed the program in response to the recognition that while many parents willingly attended Parent Advisory Committee (PAC) meetings, they found it difficult to express their thoughts and feelings and did not assume positions of leadership. Now in its second year, the Parent Empowerment Sessions program provides parents with training in many areas with the goal of making them feel more comfortable in leadership roles and in working with the regular school staff on their children's education.

From 9:30 a.m. to 1:30 each of six Saturdays, some 50 to 60 parents take part in Parent Empowerment Sessions. Each session is divided into three one-hour workshops. Parents might take a computer workshop during the first hour, then move to a workshop on job-searching skills. Some parents might take training in CPR techniques under Red Cross guidelines, a class which the Massachusetts program find builds self-esteem while giving the parents skills that might be valuable in a family emergency. At the end of the three-hour block of workshops, the parents gather for lunch together before going home.

One unusual feature of the Parent Empowerment Sessions is their multi-language format. The

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South East Region of Massachusetts Migrant Education program includes families speaking several languages, including Spanish and Portuguese. A Spanish-speaking presenter might work first with a group of parents in Spanish, then meet in a second hour with a Portuguese-speaking group. A Portuguese speaker would translate during the second hour. The translators are often bilingual Community Liaisons, the recruiters for the South East Region Migrant Education program.

Migrant staff have found that parents have great difficulty finding alternate child care for the Saturday sessions and most often arrive with children. To meet this need two or three staff members work with the children on academic work while their parents participate in the workshops. Parents who have arranged for child care while attending the workshops are reimbursed.

Transportation is provided for all parents wishing to attend the workshops. The South East Region includes a number of school districts, so the location of the workshops rotates among various schools in the area. Parents who provide their own transportation receive reimbursement for mileage.

Both the North Central and Western regions of Massachusetts also use the Parent Empowerment Sessions concept, varying the format slightly to fit local needs. Toward the end of the year parents will be asked for their suggestions as to content of the next year's workshops.

Eligibility

All parents of children found eligible for Migrant Education according to the Certificate of Eligibility (COE) are eligible for the program.

Identification/Recruitment Method

Before the program begins, all parents of children eligible for Migrant Education receive a written invitation in the language of the family.

Funding

A combination of resources including Migrant Education funds and in-kind contributions from local school systems including use of computers, space and other equipment.

Contact

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SE Region Family Support Program
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PARENTS AS TRAINERS

New York

Sponsoring Institution/Agency

New York State Migrant Education, State Parent Advisory Council

Format

Workshops

Components

Educational presentations
Self-concept development
Trainers manual

Special Features

Multi-state use

Description of Services

This project trains migrant parents and migrant educators to present informational workshops to migrant parents on five selected topics. The project coordinator, a migrant parent educator, and a parent educator supervisor developed the workshops. The topics include: children's self-esteem, stress, empowerment, parental involvement in the schools, and AIDS education. Each workshop lasts about an hour to an hour and a half. The workshops are presented to small groups averaging ten to twenty participants.

Parent trainers receive a project manual and participate in a training session to familiarize themselves with the topics and to gather ideas for presenting effective workshops. The manual contains a list of materials for each session; small group activities such as role playing, introducing a new friend and goal setting; current research on the topics; and appendices with additional activity sheets, patterns for materials, and supplemental information.

In the parental involvement in the schools workshop, for example, the trainer asks parents to recall positive or negative school experiences of their own or of their children. They also talk about the intervention, if any, which occurred. The list is written and posted in front of the group to record each response and to encourage discussion. The group can role play different situations that were discussed and work through problems together. The workshop closes with a

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poem, "Unity," that illustrates the mutually positive actions that a parent and teacher have in shaping a child's life.

Trainers plan meeting locations, arrangements for child care during the workshop, refreshments, and publicity. The migrant Tutorial Outreach Programs may assist with some of these activities for their Parent Advisory Council meetings. Parents as Trainers workshops are held in Cooperative Extension buildings and community sites such as schools and churches. The project which was developed in New York State in 1988, trains migrant parents and staff in other states to encourage replication of the workshops.

Eligibility

Serves parents of children who are enrolled in Migrant Education programs

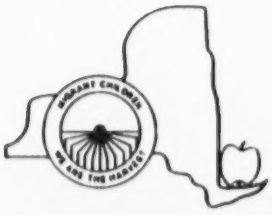
Identification/Recruitment Method

The New York State Migrant Tutorial Outreach Program's (TOP) tutorial directors identify participants. Parents may be recruited through notices sent home with children, notices for Parent Advisory Council meetings, letters, phone calls or personal visits, or articles in the TOP's newsletter.

Funding

United States Department of Education, Migrant Education

Contact



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TITLE VII BILINGUAL EARLY CHILDHOOD PROJECT

Alaska

Sponsoring Institution/Agency

North Slope Borough School District

Format

Home visits
Videotaped presentations

Components

Language and literacy training
Parent training
Preschool activities

Description of Services

The project enhances the English language skills of Inupiaq preschool children through a whole language approach in which materials are made culturally relevant. Ninety percent of the preschoolers are children of migrant fishers. The project encompasses eight villages scattered over 88,000 miles.

The language and literacy training is provided for classified, certified Early Childhood Education (ECE) staff and parents of participants. They are trained in developmentally appropriate practices, using Dodge's Creative Curriculum. A great challenge has been to overcome parents' wariness of schools. For two generations, the Inupiaq were punished for speaking their language in school. This project shows parents that their language and culture are valued and that they do have a voice in the school system.

ECE staff are given initial training in Point Barrow. Later, there are three one-week staff trainings at each school site throughout the school year. Teachers are given suggestions for making instruction more culturally relevant. For example, Inupiaq animal names may be used in stories. In the whole language approach, teachers use many story books which they have been taught to adapt to Inupiaq culture. In a treeless environment, for instance, the stories are changed to show houses made of sod, driftwood and whale bones. Caribou and polar bears replace cows and horses in stories. The process of having children retell the story they hear, make drawings to coincide, and discuss what they hear all feed into what the

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children know. Teachers are shown how to use the native language and English for instruction.

After the teacher training, parents are invited to attend a day in their child(ren)'s class for an "ECE Fun-shop." Parents take part in hands-on activities such as cooking or science lessons and are shown how to incorporate language throughout the activities. Parents feel positive about the contrast they see between the way their children are learning language and their own experience in school.

Teachers set up a Parent Night meeting to showcase parents' talents. Some parents demonstrated their skills in Inuit dancing and drumming, carving, hunting and skinning. To emphasize the culture, teachers also set up a volunteer program where parents can demonstrate their talents in the school.

Eligibility

Children must be three years old by August 15, Limited English Proficient, and toilet-trained. Their parents are then eligible.

Identification/Recruitment Method

Because of the distance involved between sites, many forms of publicizing the program are used including CB radio, print, phone calls, signs placed in health clinics, and meetings in villages.

Funding

North Slope Borough School District and United States Department of Education, Title VII

Contact

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Point Hope, AK 99766
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VERMONT SUMMER PROGRAM

Vermont

Sponsoring Institution/Agency

Vermont Migrant Education Program

Format

At home learning activities
Home visits
Interdisciplinary activities

Components

Educational activities booklet
Home visits

Description of Services

The family-oriented summer program begins in May and runs throughout August. All families with children age three through twelve receive an educational booklet entitled A Baker's Dozen: Thirteen Summer Activity Calendars. A section, written especially for parents, addresses reading and writing at home, using library resources, managing activities, and ways to recognize and encourage children's achievement. Through the use of the booklet, families will be introduced to enjoyable activities involving math games, reading, writing, art, and varied construction projects.

The teaching staff makes initial home visits in May and June to provide asistance and support to parents. During school vacation teachers make additional home visits to model activities for parents and their children. Teachers distribute books for children to choose and keep and leave materials for each family that will help them enjoy the activities within A Baker's Dozen.

Eligibility

Students who are migrant-eligible and logged through Vermont's Certificate of Eligibility (COE) qualify for the program.

Parental Resources for Involvement in Migrant Education (PRIME)
BOCES Geneseo Migrant Center
Holcomb Building, 210
Geneseo, NY 14454
1992

Identification/Recruitment Method

Teachers who provide supplemental instruction work with core school enrollment and extended school students and identify migrant students with high needs. New students are also identified for the summer program.

Funding

United States Department of Education, Migrant Education

Contact

Janet McKinnon, Assistant Director,
Program Services
Vermont Migrant Education Program
500 Dorset Street
So. Burlington, VT 05403
(802) 658-6342

Graphics from A Baker's Dozen, So. Burlington, VT: Vermont Migrant Education Program, Summer 1991

Alphabet Line